

**PERCEPTION TOWARDS STUDYING HISTORY IN PUBLIC SECONDARY
SCHOOLS IN RONGAI SUB-COUNTY IN KAJIADO COUNTY, KENYA**

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DECLARATION

I, upon going through personal reading and following research methodology, I affirm that this project is my original work and has not been submitted to any other University for any academic crediting other than Marist International University College. No part of this project should be replicated without the prior consent of the author or the Marist International University College University.

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Head of Department of Education

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Date.....

DEDICATION

I dedicate this project to my late father Armando and my mother Rosa.

ACKNOWLEDGEMENTS

I thank God for having taken me through this stage of education. Indeed, I have had countless blessings during my education endeavors. Thus, I render millions of thanks to my Provincial Brother Norbert Mwila for his kindness, Cecília Almeida, my Godmother who always gives advice and supports me spiritually and materially.

I appreciate the help given by the Formation team in MIC during my stay in Kenya. I do recognize also the intellectual, moral, and mentorship support from my supervisor Mr. John Paul Warambo, and lecturers among them, Madam Maina, Madam Githinnji, and specially Wangila's family and all my Brothers and Sisters in Christ.

I am also grateful to all those who have touched my life in various ways and have not been cited here, may God bless them in all their endeavours in their daily living.

ABSTRACT

The purpose of this research was to investigate the Students' Perception towards Studying History in Public Secondary Schools of Rongai sub-county in Kajiado County. The study was guided by the subsequent objectives: to examine the trend of Students' enrollment in History, to investigate the extent to which career choices influence students to embark on History subject, to assess the Role of Parents in the enrolment of History subject and, to explore the perception of Students towards History. The study was based on two theories: The Expectancy theory which was developed by Victor Vroom, and Maslow's Hierarchy of needs theory. The study enlisted 144 respondents comprising of 132 students, 12 teachers from 3 schools that were randomly selected. Questionnaires were administered to collect quantitative and qualitative data and Statistical Program for Social Sciences (SPSS) was used to get descriptive statistics. The study concluded that there's an increase in the Students embarking on History and Government in the recent years which was not the case some years back, Students enroll in History due to future employment, parents don't influence their children in the selection of the subject such as History, career choices and future employment was seen as the primordial factor that gear Students to opt-in history, history is viewed as a very simple subject. The study gave the following recommendations: there must be some forms of boosting the Students on the benefits for studying History such as an offering a wide range for employment to those doing History, the wide range on the remuneration or salaries between a specialized teacher in History and those in Science field should be shortened, parents are supposed to be the ones to build in the mind of their children the importance of learning History followed by teachers in the school and the syllabus of History taught in Secondary Schools in Kenya, should be revised.

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CHAPTER ONE

INTRODUCTION

1. Background to the study

History is the study of the life of the society in the past, in all its arena, in regards to the present developments and future hopes. It is the account of the man in ages, an inquiry into the past based on evidence. Indeed, the evidence is the paramount material of history teaching and learning. It is an inquiry into what happened in the past, when, and how it happened. It is an inquiry into the unchangeable events in human affairs in the past and the ways these changes affect, influence, or determine the patterns of life in a given society or community (David & Cheruiyot, 2016).

Highlighted by the ideas of David & Cheruiyot (2016) history as a subject, helps students to understand the present existing social, political, religious, and economic conditions of human beings. Without the knowledge of history, we cannot have the background of our religion, customs institutions, administration, culture, or the sight of our roots. The teaching of history helps the students to explain the present, to analyze, and trace our roots and origin. That is the reason that took the Kenyan government to place history as a subject that is an essential part of the Kenyan curriculum. It belongs to the humanities group of subjects, which are examinable at the Kenya Certificate of Secondary Education (KCSE) examination. Since 1992 history and government have been an elective subject, which means that students can choose not to study it after form 2.

History as an act of both investigation and imagination seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. The students of history are trained in the methods

of discovering and evaluating these sources and the challenging task of making historical sense out of them (Nasibi, 2015).

It is the basis of all subjects of study which fall under the category of humanities and social sciences. It is also the basis of the study of philosophy, politics, economics, and even art and religion. History is considered an indispensable subject in the complete education of man. Although many nations in today's world tend to focus on STEM, such as North American Universities, especially York University has gone from 1,217 majors in 2011-12 to 527 seven years later and at the University of Waterloo, whereby the number declined from 227 to 89 (Milligan, 2019).

Henceforth, the study of History should be revitalized in today's society despite the booming interest in science subjects. Kenyan curriculum of education is not left aside with this booming interest in science and Skills-Based Curriculum - CBC. It is important because it allows one to make more sense of the current world. One can look at past economic and cultural trends and be able to offer reasonable predictions of what will happen in the future. One can also understand why some rules exist in the modern world. For example, one can understand the importance of social welfare programs if one looks at today's Kenya (Kiio, 2012).

Learning History in Secondary Schools has much to offer in the minds of the new generation, such as it promotes an understanding of the process of change: History as a subject can tell us the process of change and development through which human societies have evolved to their present stage. It also promotes an understanding of the common roots of human civilization: the major civilizations of the world have common roots, leaving aside some major local characteristics; most of them have common features that point to the basic unity of mankind. One of the important aims of history is to point out the origin of things or a particular event. If all the above ideas are taught in

Secondary School, it will develop in students a spirit of appreciation of the contributions made by various cultures (Milligan, 2019).

However, looking back on the civil rights movement and see why many nations put so much effort into creating a system where everyone is equal before the law and has equal access to public amenities, History also allows us to see how Kenya gradually created the Constitution after it had just fought a war against British supremacy that did not care for native interests. Without a background in History, one does not appreciate why the Constitution was revolutionary for its time (Kiio, 2012).

On the other hand, one can study History because it allows one to exercise their critical thinking skills. These critical thinking skills are important for all areas in life, academic and otherwise. Historians also write a great deal; a study of History allows one to practice writing for different audiences. If we want to know how and why our world is the way it is today, we have to look to history for answers. People often say that “history repeats itself,” but if we study the successes and failures of the past, we may, ideally, be able to learn from our mistakes and avoid repeating them in the future (Kiio, 2012).

Although its potency was emphasized by Ominde’s Commission, learners don’t seem to see its value. History was seen by the Kenya Education Commission of 1964 and 1999, through the Ominde commission of 1964 and Koech Commission of 1999, not just as an object of human curiosity but a source of that emotional security that gives maturity and self-confidence. Right from independence till date, Educational Commissions saw this subject as a very reliable tool of national reconstruction and unity and therefore recommended the teaching of African History in Secondary Schools (Kiio, 2012).

However, based on the ideas of Milligan (2019) in recent years due to the demands of society towards the profit and jobs that offer higher remuneration, History is no longer a popular subject amongst learners. Many students don't enroll in history in secondary schools due to the mindset of the current society regarding the future.

1.2 Statement of the problem

Students in Secondary Schools have in numerous times and occasions, faced with difficulties in understanding and appreciating the relevance of History as a subject in Secondary Schools. The problem is that there are a lot of inconsistent patterns in the teaching, learning, and the general perception of History that need to be addressed to establish a framework for a scholastic approach to History as a subject in Kenyan Secondary Schools.

As much as Secondary School students can formulate perspectives on their own, it's prudent upon the History teachers and relevant professionals to pilot the students toward an accepted perception of History. As a History student and a prospective Secondary School teacher of History, I am privy to some of the struggles and dilemmas that students experience in the comprehension and appreciation of History and its relevance as a subject in the schools' curriculum.

1.3. Research objectives

In achieving the purpose of the study, the following objectives were addressed:

- ✓ To examine the trend of students' enrollment in History.
- ✓ To investigate the extent to which career choices influence students to embark on the History subject.
- ✓ To access the role of parents in the enrolment of History subject.
- ✓ To explore the perception of students towards History.

1.4. Research questions

- ✓ What is the trend of students' enrollment in History?
- ✓ How do career choices influence students to embark on studying History?
- ✓ What is the role of parents in the enrolment of students towards History subject?
- ✓ How do students perceive History?

1.5 Significance of the Study

The findings of this study are beneficial to the Ministry of Education to put across in the country policies that will help the learners to view History subject not only as of the study of the past events of man but rather as a science that can build a nation.

The study offers the students a new way of seeing History in today's world, helping them to read the signs of time by recalling the past events of man, thus bringing out pleasant results on academic performance of the Students in Secondary Schools.

It will also provide some guidelines for the teachers of History to appreciate their carrier and guide the new students on the importance of Study History.

It will enhance existing knowledge in the society about the norms, regulations, and traditions of the past and thus will enable today's man to live a pleasant life upon seeing the past mistakes committed by our fathers and heading towards a brilliant future society of tomorrow.

1.6 Scope and delimitation of the study

The study was confined to form three and four students in Rongai North, Kajiado County. However, teachers were also included, those teaching History and Government. Furthermore, the study was conducted only in three Public Schools run by the Government to find out the perception towards studying History. The selection of these items was of great importance for the researcher

because it gave easy access to both students, teachers, and the respective heads of the schools who gently allowed the researcher to conduct the study.

1.7 Limitations of the Study

This study, gave a lot of problems to the researcher because it was conducted in the period where Coronavirus Pandemic (COVID-19) was at its peak. The intended goal of the researcher was to tackle form three and four but, form three students were left aside because, at the time when the questionnaires were administered, the Kenyan Government did not allow the form three to go to class and upon giving out the questionnaires, two out of 132 questionnaires were not filled. Besides, the researcher had to follow all the protocols and regulations from the Ministry of Health and the Government of Kenya on trying to curve the COVID-19 infection, and limited time for research as the researcher was at the same time doing online studies.

1.8 Organization of the study

The research was organized into five chapters. The first chapter contained the background of the study, statement of the problem, research objectives, research questions, significance of the study, scope and delimitations of the study, limitations of the study, organization of the study, conceptual framework, theoretical frameworks, and operational definitions of terms. The second chapter elaborated on the literature review around the study and presented a summary. The third chapter discussed the research design, target population, sampling technique, and sample size. It also described the research instruments used for data collection, the validity of the instruments, the methods and procedures for data analysis, and the ethical considerations used in data collection. Forth chapter presented the interpretations of the research findings and the fifth chapter gave a summary of the findings, conclusions, recommendations, and proposed areas for further research.

1.9 Conceptual framework

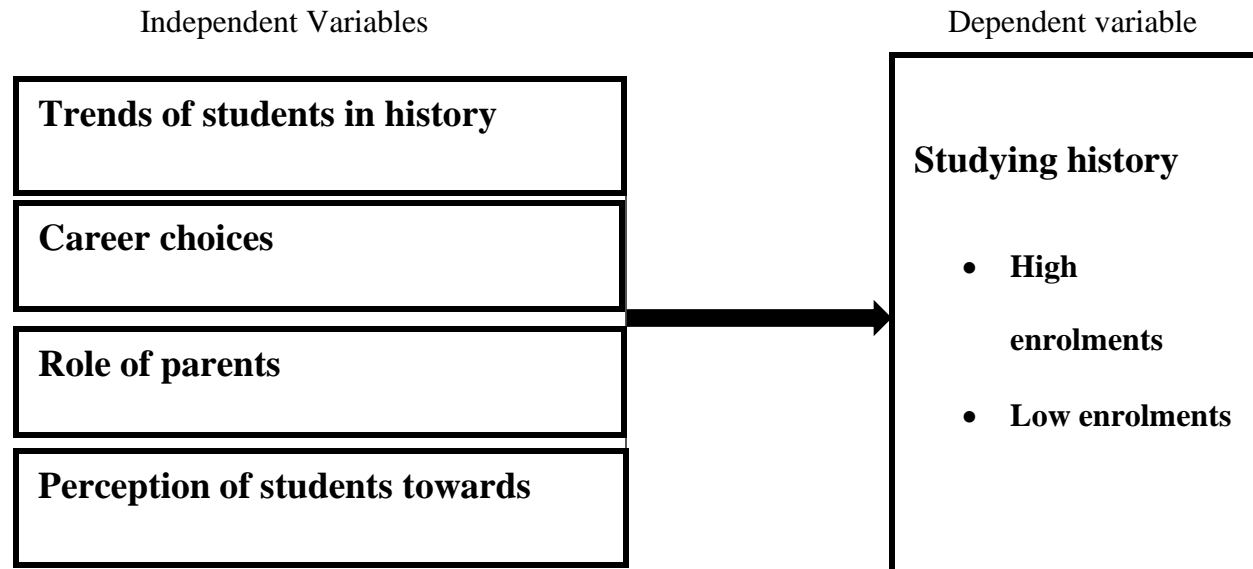


Figure 1: Relationship between the independent and dependent variables.

The above figure (1) shows the diagrammatical conceptual framework of the study. According to Adom et al., (2018), it's a structure that the researcher believes can best explain the natural progression of the phenomenon to be studied. The conceptual framework presents an integrated way of looking at a problem under research, thus describing the relationship between the main concepts of a study. It is arranged in a logical structure to provide a picture or visual display of how ideas in a study related to one another.

The diagram indicates two variables- independent and dependent. Dependent variables are those factors acting on the independent variable. Dependent variables shape student's perception towards studying History, thus include; the trends of students in History, career choices, the role of parents in the enrolment, and perception of Students. While the independent variable is the studying of History which is the outcome of the dependent variables. The conceptual framework was meant to provide an understanding of the topic in the study.

1.10 Theoretical Framework

Theoretical Framework is the drawing or guide for research (Grant & Osanloo, 2014). The framework is based on the existing theory in a field of inquiry that relates or reflects the hypothesis of a study. It is an outline that is often borrowed by the researcher to build his/her own house or research inquiry. The theoretical framework is linked to that of a map or travel plan. Thus, when traveling to a particular location, the map guides your path. Likewise, the theoretical framework guides the researcher so that s/he would not deviate from the confines of the accepted theories to make his/her final contribution scholarly and academic.

That's why Brondizo et al., (2014) concur that the theoretical framework is the specific theory or theories about aspects of human endeavor that can be useful to the study of events. The theoretical framework consists of theoretical principles, constructs, concepts, and borders of a theory (Grant & Osanloo, 2014).

This research has as pillars for its study, two theories: The Expectancy theory which was developed by Victor Vroom, and Maslow's Hierarchy of needs theory. Maslow's theory of needs explicates that people are motivated to do something based on their needs of which is in the hierarchical order and lower ones must be met before the upper ones. While Expectancy theory which was developed by Vroom is based on the reward after the performance (Fred, 2011).

Following the expectancy theory, studying History in Secondary Schools in today's world has been relegated behind due to the worldview regarding the science subjects. More interest and desire are given to science subjects than history due to the value, advantages, and many other benefits for the students that embark on science.

Moreover, Maslow's hierarchy of needs theory was useful in this study because of the motivation aspect of human beings. Especially in Secondary Schools, Students appreciate more those who do science than social science- History, thus History becomes an optional subject in Secondary Schools. In today's society, schools are looking to employ teachers or any worker who did or does science, thus creating more job opportunities for the students of science than social science, in particular, those who do History. That's why these theories were relevant to this study since there are more benefits to studying science subjects than social science- History.

1.11 Operational definitions of Terms

History: refers to the study of the past-specifically, the people, societies, events, and problems of the past and our attempts to understand them. It is a quest common to all human societies.

Student/Learner: is a person engaged in study, one who is devoted to learning - a learner especially one who attends a school or any institution of learning.

Studying: is a process of learning something that can eventually add, compound, multiply value to one's life.

Man: a human being of either sex (male or female); a person.

Competency-Based Curriculum-CBC: is a new system of education designed by the Kenya Institute of Curriculum Development (KICD) team and launched by the ministry of education in 2017 and is designed to emphasize the significance of developing skills and knowledge and also applying those competencies to real-life situations.

Information and Communication Technologies-ICT: is a broader term for information technology, which refers to all communication technologies, including the internet, wireless

networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services

Ominde's commission: this was a commission headed by Prof Simeon Ominde of then University College, Nairobi. The task was to review the country's education to transit from colonialism to an independent African State, his appointment was done by Mzee Jomo Kenyatta immediately after independence in 1963.

Koech's Commission: was a commission of inquiry into the Education System of Kenya commonly referred to as the Davy Koech Commission established on 15 May 1998 by the then President Daniel Arap Moi. The commission was led by Dr. Davy Kiprotich Koech to investigate the question of the relevance of Kenya's 8-4-4 education system.

Statistical Package for the Social Sciences: is also known as IBM SPSS Statistics, is a software package used for the analysis of statistical data

CHAPTER TWO

LITERATURE REVIEW

2. Introduction

This chapter was concerned with the process of reading other related literature based on the topic of the study and at the same time putting down what other authors have said concerning the topic under study. Therefore, the chapter presented a review of related literature that focused on the perception towards studying History in Public Secondary Schools. It encompasses the trend of students in History subject, carrier choices, the role of parents, and the perception of students toward history.

2.1 Trend of students in history

In many Universities in the USA, it has been noticed that there is some serious dropout in areas of humanities. For instance, Pettit (2018) carried out a study on the reason why students were ditching history. The study looked at the number of bachelor's degrees awarded annually, as reported by the National Center for Education Statistics (NCES), thus show that in 2008 there were 34,642 degrees awarded to History majors and in 2017 the number dropped to 24,255. And there's been about a 33-percent decline in History majors since 2011. Since the drop has been so intense, Pettit concluded by saying that History and humanities subjects are in crisis due to the ever-growing perception that science subjects lead one to more lucrative careers.

House of Lords Library Notes (2016), argued that in recent decades, History subject has come under attack. Some writers in England have said that a History is merely a form of a narrative about the past and its objectivity must be questioned. Following this statement, many learners have turned from studying History and Humanities in England. Therefore, England has experienced lower enrollment of learners into History subject due to the perception of how it is viewed in

today's world. Also, it has acknowledged the sense of the crisis that appeared to be engulfing Historians and History as a profession. Such has been the power and philosophy of postmodern critique of History that has pushed a good number of Historians themselves to abandon the search for truth, the belief in objectivity, and the quest for a scientific approach to the past.

Furthermore, (Burns et al., 2019) noticed that many Sub-Saharan Africa nations are put policies and regulations that will enable them to embark into the world of science and technology, such plans or policies are driven by necessities for social and economic development or digital inclusion, that is often tied to "national vision" policies. For instance, Kenya's key policy documents guiding the Information and Communication Technologies (ICT) and Science, Technology, and Innovation (STI) sector⁷ all focus on achieving its Vision 2030 objectives. So, it is for South Africa's National Development Plan 2030 that aims to utilize science and ICTs to build a more inclusive society to eliminate poverty and reduce inequality by 2030. By this, will underpin the development of a dynamic and connected information society and a vibrant knowledge economy that is more inclusive and prosperous. As a result, many nations are more focused on Science and ICTs sidelining History and Humanities.

Chang'ach (2020) conducted a study in Kenya and noted that History has suffered a significant drop-out in recent decades. Many students don't like History because of the world of Science. There is much focus on Science, Technology, Engineering, and Mathematics (STEM), leaving aside History which is one of the most important subjects that Kenyans must learn. Thus, people assume that it must be the right thing to study Science since this is the scientific age and it leads to certain careers in industry and elsewhere.

Besides, Nyaundi (2019) noted that out of the 660204 candidates who sat for KCSE in 2019, 89486 students were placed in degree programs, whereby 57687 (64 percent) have been selected for

Science, Technology, Engineering, and Mathematics courses, while 31,799 (36 percent) have been placed in art courses such as History. Cabinet Secretary Professor George Magoha said that this was a big step towards the realization of the Big Four Agenda and Vision for 2030 aspirations, which aim at taking Kenya to be an industrialized nation.

2.2 Career choices in History

According to the study conducted in the USA by Career Paths for History Majors (2020), many Students neglected History subject due to its range of career choices for their lives. Among these ranges are History teacher, museum technician, museum specialist, History tutor, historical research internship, heritage technician, and many others. Therefore, upon observing these job opportunities, it was noticed as one of the reasons that students deviate from History or Humanities to focus on the subjects that provide jobs that render higher remuneration.

Additionally, Mauritius as a nation places great importance on Scientific and Technological literacy, this will enable its citizens to contribute to human and national development. It is a vision that is linked both to the relevance of Science in the everyday life of its citizens and to the creation of a pool of future Scientists. In this context, many students regardless of their abilities are on the move to Scientific literacy careers which are believed by many students that will improve their standards of living shortly (Naugah, 2011).

Mtemeri (2017), in his study in Zimbabwe “on factors influencing Students’ choices of careers”, he concluded that gender does not influence students' career choices. The study revealed that both female and male students were interested in the same careers and are equally capable of the subjects they do at school. Both male and female role models are influential in students’ choices of careers.

Owino & Odundo (2016), found out that many students were influenced by individual factors in the selection of History as a career subject. Other factors, such as parental guidance, lecturer's influence, career guidance and counseling, job predictions, and peer influence also had an impact on student's choice of history. Thus, he left a research gap on the students' perception towards studying history in which this research focused on.

2.3 Role of parents on career Choices

Ginevra and Lea Ferrari (2015) conducted a study on "Parental support in Adolescent' Career Development" in Italy and concluded that both mothers and fathers' perceptions of support predicted their adolescents' career choice through the mediating effect of the youths' perceptions of parental support and career self-efficacy. These results have important implications for practice and underline that parents need to be involved very early on in their children's vocational development.

Kumar (2016) in his study on "Parental Influence on Career choice Traditionalism among Students" in Ethiopia, noted that there is a significant influence of parents on career choice among students. Specifically, the father's influence is found to be more significant in career choice decision-making among students than their mothers. Autonomy in making career decisions amongst students is restricted to parent's preferences. Furthermore, findings revealed that students in developed countries are found to be much better at making career decisions independently than the students from developing and underdeveloped countries. This may be due to factors such as culture, exposure to multimedia, access to technological development, peer group members, and significant others influence

A study on factors that influence the choice of career pathways among high school students in Zimbabwe was conducted and the findings of the study concluded that the family has a significant

role in influencing students' career choices. Parental education and careers, parental encouragement, and advice are critical in students' choices of careers (Mtemeri, 2017).

Njenga et al. (2018), in their study on "Influence of Parental factors on Children's career development" in Kenya, Kajiado county indicated that the father's education level was significant and negatively correlated with the student's career choice. The parent-child relationship is of paramount importance as it reinforces positive affirmations on the students that help them excel in life. The majority of the parents encouraged students to ask questions about different careers. This established that parental factors influence the career choice of form four students. The study realized that parental factors influenced the career choice of students in Isinya, Kajiado County. Therefore, the higher the father's education the higher the impact it had on the student's career choice hence the educated fathers are concerned with their children's education.

2.4 Perception of students towards history

Since all subjects seemed to have high importance, it is clear that some of them perceived each of the subjects as engaging and important to contribute to society to reach economic success, and achieve her future goals in the world of innovation and creation of the new tools in today's world. Woodard (2016) noted that due to emphasis on Science, Technology, Engineering (STEM), and Mathematics, learners perceive History and Humanities as an optional subject thus, embarking on STEM leaving Humanities.

Tan (2018), conducted a study on "Reasons Students hate History" in Singapore and he noted the most common reason why students hate History is because they find it boring. He argued that most history classes are not conducted interestingly. Learning History either involves lectures which consist of the teacher pointless on about the events that took place or students reading many chapters of a thick book. History classes can also involve students watching a History documentary

that was filmed many years ago. It's all about packaging the subject in a way that'll keep them excited, expanding their knowledge and mind, and making them understand the importance of history to their future.

Khaled (2013), in his study, revealed that students in both Middle School and Secondary School valued social studies, while at the same time they did not rate Social studies as their most favorite courses. Students indicated that many teachers continued to depend on textbooks and lectures as the main method for teaching History. Besides, students put a high value on teacher enthusiasm and encouragement.

Over the years, many students have been developing little or no interest in the subject because it is perceived as being marginal as compared to sciences. In this regard, David & Cheruiyot (2016), in their study on “Attitudes of Students towards History and Government” in Bomet county, Kenya concluded that the majority of the Students had a positive attitude towards History and Government. This shows that the reason for the poor performance and low interest of students towards History subject cannot be attributed to a negative attitude. The study reveals that high positive attitudes towards the subject do not necessarily lead to high performance.

2.5 Summary

The chapter addressed related literature concerning the topic under study. It focused on the underlined research objectives, while included the trend of students in History, career choices in History, the role of parents on career choices, and perception of students towards History. The chapter discovered that a good number of research has been done on students' perception towards studying History, for instance, Pettit (2018) who carried out a study on the reason why students were ditching History, David & Cheruiyot (2016) on the attitudes of students towards History and Government in selected secondary schools in Bomet county, Khaled (2013) on Jordian students'

attitudes towards Social Studies Education and Joseph (2011) on what are Upper Secondary School students saying about History. The above-mentioned researches were done outside Kajiado county in the selected Schools, thus leading to research perception towards studying History in Kajiado County in Public Secondary Schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presented the methodology that was used in the study, that is the research design, target population, sampling technique, and sample size. It also described the research instruments used for data collection, the validity of the instruments, the methods and procedures for data analysis, and the ethical considerations used in data collection.

3.2 Research Design

Bhat (2020) defined research design as the framework of research methods, and techniques chosen by a researcher. The design allows researchers to improve research methods that are suitable for the subject matter and set up their studies for success. Therefore, a descriptive survey research design that caters for qualitative and quantitative techniques was used in the process of investigation. According to (Jilcha, 2019), descriptive survey studies involve collecting and analyzing data from a sample of the population considered to be representative of the entire population or group. This design was used because of its advantageous manner of investigating the perception towards studying History in Public Secondary Schools in Rongai Sub-County, Kajiado County, through administering of questionnaires to a sample of students and teachers.

3.3 Target Population

Kenton (2020) defined population as any group of individuals that has one/more characteristics in common that are of interest to the researcher. This includes all the individuals of a particular type or a more restricted. Then, the target population is defined by Murphy (2016) as the group of elements to which the researcher wants to make an inference. Theoretically, the population is finite and can be counted such as persons, households, housing units, parts of an organization thus,

subjects of this study were drawn from three Public Secondary Schools in Rongai Sub-County, Kajiado County, targeting the form four students, and teachers of History on the same schools.

3.4 Sampling Techniques and Sample Size

The sample is a small portion of anything which is projected to stand for or represent the whole. While sampling is the process, or technique of selecting a suitable sample, or a representative part of a population to define characteristics of the whole population, it must be representative of the population (Zamboni, 2020).

A good sample size of between 10 to 30% is accepted to represent the target population. Therefore, only 3 Schools were selected by the researcher through simple random sampling. Taherdoost (2016), observed that a simple random sampling technique is a method in which every item in the population is given an equal chance of inclusion in the sample. Form four students of the 3 Schools were further sampled to take part in this study because having been in their respective schools for quite some time, their views were perceived to be consistent. Purposive sampling was used to sample the teachers of the 3 Schools.

Name of the	Total	30%	Total	Total
Schools	Population of	Sample of the	Population of	Sample size
	Students	Students	Teachers	
School A	195	58	4	62
School B	92	27	4	31
School C	158	47	4	51
Total	445	132	12	144

Table 1: Sample size

The above table demonstrates the three Schools which are represented as School A, B, and C, the total population of students and teachers from each School, sample size taken from the simple mathematical calculation of 30% of the Population from each School, and the total sample size which is 144, this includes 132 students and 12 teachers.

3.5 Research Instruments for Data collection

A research instrument is a tool used to collect, measure, and analyze data related to one's subject of study in a given research. This can be tests, surveys, scales, questionnaires, or even checklists (Trigueros et al., 2017). The researcher used questionnaires for form four students and the teachers. The questionnaire was both open-ended and closed-ended questions. A closed-ended questionnaire was administered as it has the advantage of motivating a specific response. Still, open-ended questions were also provided as it permits the participants a chance to explain what they truly feel and avoid limitations of pre-set categories of response while leading to a greater level of discovery (Farrell, 2016).

3.5.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions to gather information from respondents. Questionnaires can be thought of as a kind of written documents that provides a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people (Solans-Domènech et al., 2019).

Solans-Domènech et al. (2019) argued that questionnaires can be effective means of measuring the behavior, attitudes, preferences, opinions, and intentions of a relatively large number of subjects more cheaply and quickly than other methods. Often a questionnaire uses both open and closed questions to collect data. This is beneficial as it means both quantitative and qualitative data can be obtained. Therefore, the researcher used closed and open-ended questionnaires for the students and the teachers.

3.6 Validity of the instruments

Validity refers to the ability of an instrument to measure what it is designed to measure. It indicates the extent to which items adequately measure or represent the content of the property or trait that the researcher wishes to measure (Edwin, 2019). In Science, validity refers to whether a study can scientifically answer the questions it is intended to answer. The researcher submitted the questionnaires to a lecturer and research Supervisor which validated the instruments used during the data collection.

3.7 Data Collection

The researcher was given an introductory letter from Marist International University College, a Constituent College of the Catholic University of Eastern Africa. The researcher made a previous visit to the sampled schools with the letter of authorization asking for permission to carry out the

study. The visit enabled the researcher to interact with the significant authorities and book an appointment.

3.8 Data analysis and presentation

Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, shorten and outline, and evaluate data (Chapman, 2018). It handles collected data, interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. Data collected from this study were analyzed using the Statistical Package for Social Science (SPSS), and the results were presented by the use of percentages and frequency distribution tables, pie charts, and bar graphs.

3.9 Ethical considerations

Žukauskas et al. (2018) stated that research ethics is closely related to the ethical principles of social responsibility. This research covers a wide context of working with people, so the researcher raised a task not only to gain confidence in the respondents' eyes, receive reliable data but also to ensure the transparency of the Science. Therefore, participation in this study was voluntary, anonymity and confidentiality were respected and the purpose of this study was made known to all the institutions and the participants.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter, the data collected by the researcher were presented, interpreted, and discussed. The research was based on four objectives from which both close and opened ended questions were formulated. The researcher administered questionnaires to 144 correspondents of which 132 were students and 12 teachers. Out of 132 students' respondents, 2 questionnaires were returned not filled, thus the analysis was based on the 130 students' questionnaires and 12 teachers' questionnaires. The researcher used the Statistical Package for Social Science (SPSS) to analyze the data and used statistical descriptive methods such as; frequency tables, percentages, and charts to illustrate the presentations. The first part dealt with demographic information of the respondents, the second section focused on the trend of students' enrollment in History, the third section illustrates the extent to which career choices influence students to embark on History subject, the fourth section highlighted the role of Parents in the enrolment of History subject and lastly, the fifth section focused on the perception of students towards History.

4.2 Demographic information of the respondents

4.2.1 Gender of Respondents

Gender	Frequency	Percentage (%)
Male	89	68.5
Female	41	31.5
Total	130	100.0

Table 2: Gender of students

Table 2 represents the analysis of the gender of the respondents involved in the study. This showed that the research was based on the views of both genders, whereby 68.5% were male and 31.5% female. As indicated in the table, the percentage weighs heavier on the side of males than females. This showed that many male students are doing Social Arts programs especially History than female students.

4.2.2 Gender of Teachers of History and Government

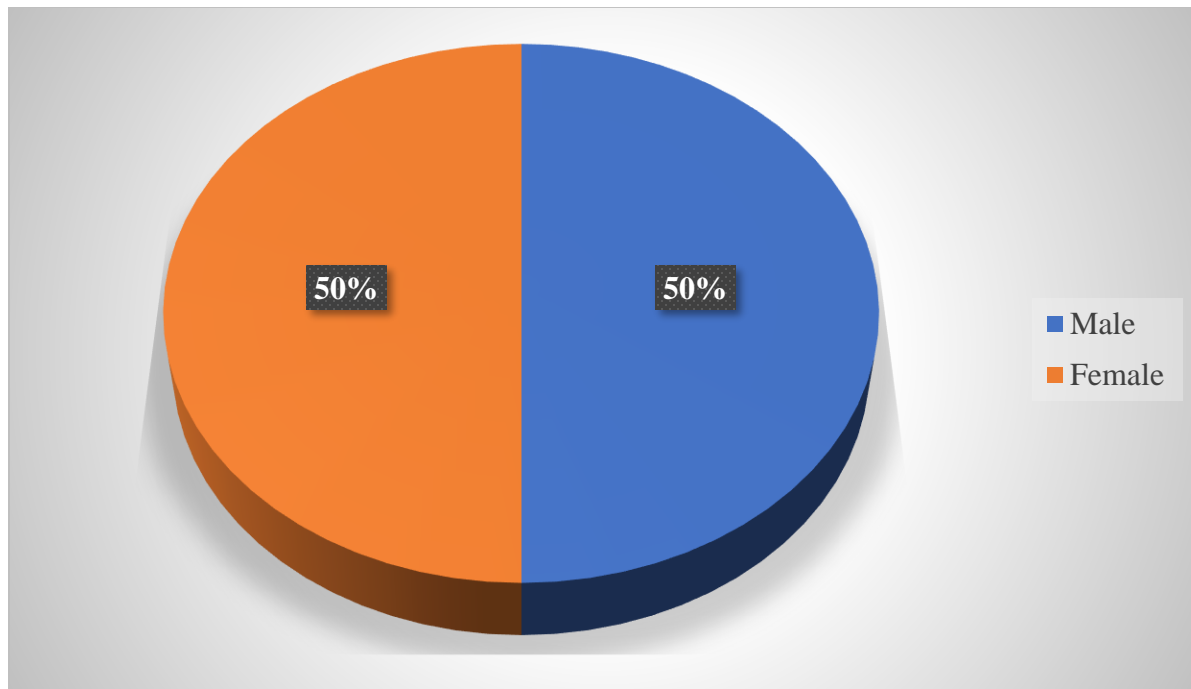


Figure 2: Gender of Teachers of History and Government

Figure 2 showed that female and male teachers of History and Government were equal in number thus, 50% were females and the other 50% males, this pleased the researcher because gender equality was followed.

4.2.3 Status of the schools for both Students and Teachers respectively.

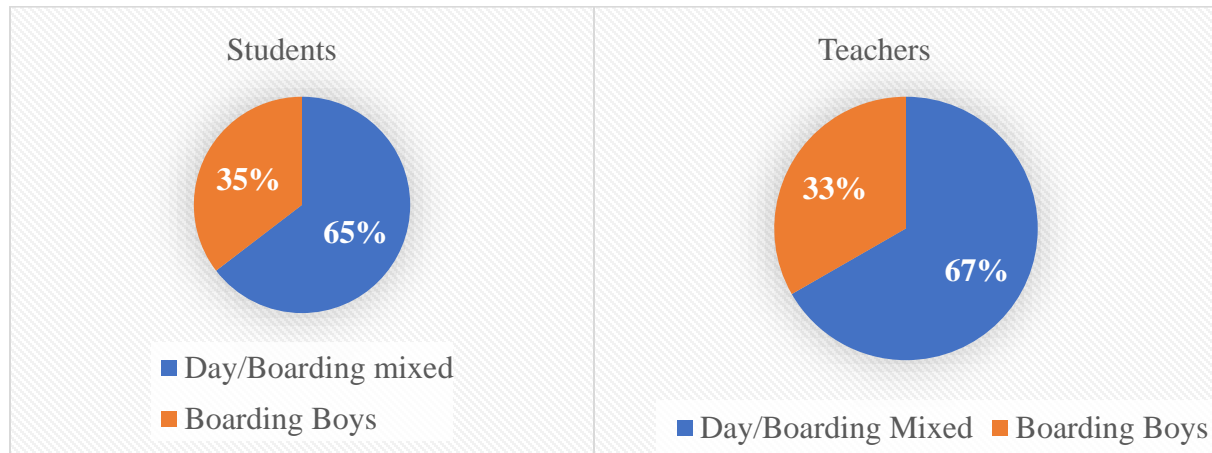


Figure 3: Status of the schools for both Students and Teachers respectively.

Figure 3 represented the status of the Schools in which students and teachers respectively are embarking on the learning and teaching process. The pie chart entitled to students showed that 65% of students were from Day and Boarding Mixed School which caters both genders, while 35% were only boys from Boarding School. On the other hand, the pie chart represented the Schools in which the teachers were working. This showed that 67% of the teachers were working in the Day and Boarding Mixed School while 33% of the teachers are working in the Boarding Boy's School.

4.2.4 The age of the respondents

Students			Teachers		
Age	Frequency	Percentage (%)	Age	Frequency	Percentage (%)
Between 10-15	4	3.1	25-30 years	4	33.3
Between 16-20	120	92.3	31-35 years	4	33.3
Between 21-30	6	4.6	36-40 years	3	25.0
			above 40years	1	8.3
Total	130	100.0		12	100.0

Table 3: The age of the respondents

Table 3: showed the age of the respondents both teachers and students. It simplified by stating that 3.1% of the students were between 10-15 years, 92.3% were between 16-20 years and 4.6% were between 21-30 years. The table showed that most of the students were at the age called late adolescence (Morin, 2020). At this stage, students are trying to fix themselves in the right place by choosing the subjects which will help them in the future. At the same time, they can move beyond concrete experiences and begin to think abstractly, reason logically, and conclude from available information. By this, the researcher concluded that the respondents understood the questionnaires posed to them.

On the other side of teachers, the table showed that 33.3% of the teachers were between 25-30 years, the same percentage was for the teachers between 31-35 years, 25.0% were teachers between 36-40 years and 8.3% were those above the ages of 40 years. This demonstrated that most of the teachers were between the ages of 25-35 years and very few with the ages above 40 years old.

4.2.5 Students' classes



Figure 4: Students' classes

The above graph represented the respondents that were taken for the research. The researcher had planned to work with a population of forms three and four, but due to the COVID-19 pandemic, the Kenyan Government didn't allow form three to go to School at the same time when the researcher was on the field. This led the researcher to give questionnaires form four, following all the protocols and precautionary measures placed by the Kenyan Government.

4.2.6 Teaching experience

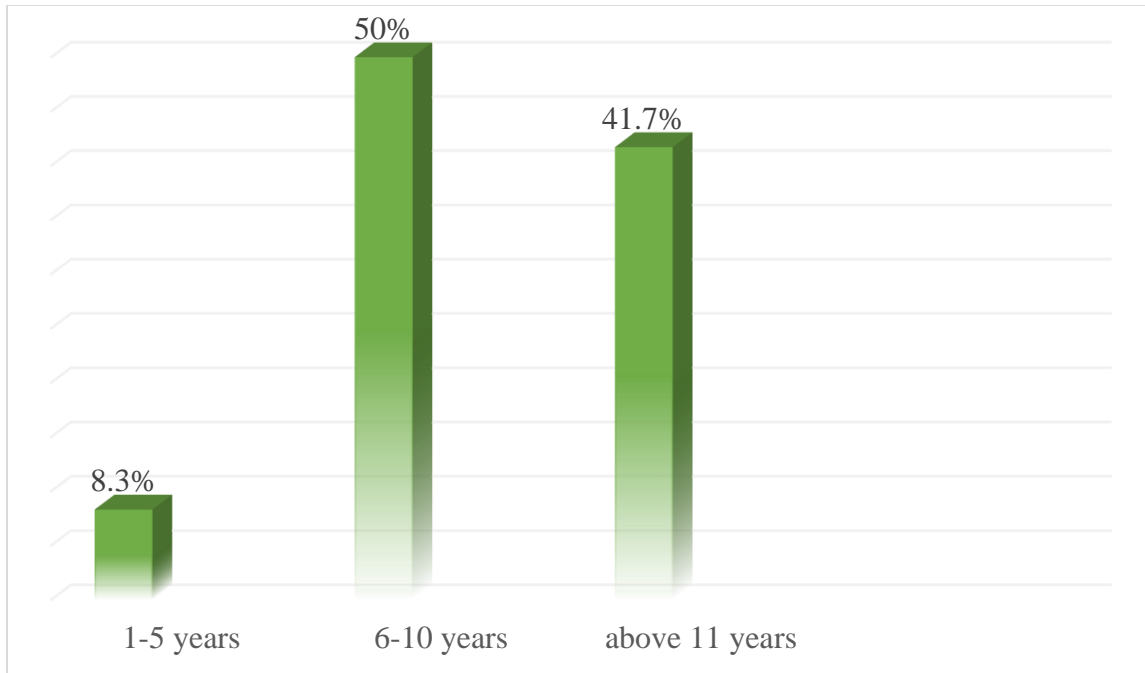


Figure 5: Teaching experience

Figure 5: The above graph represented the teaching experience of the teachers. Most of the teachers have a lot of experiences in the field of education, as it is shown in figure 5, 50% were teachers that have been in the teaching profession for 6 to 10 years, 41.7% represented teachers that have experience of more than 11 years and 8.3% were teachers that were in the education field for 1-5 years. The result demonstrated that the majority of the teachers were the most experienced in the field and they provided useful information needed by the researcher.

4.2.7 Professional qualification of Teachers

Qualification level	Frequency	Percentage (%)
Diploma	2	16.7
Degree	7	58.3
Masters	3	25.0
Total	12	100.0

Table 4 Professional qualification of Teachers

Table 4: The above table illustrated the level of education of the teachers. It showed that 16.7% of the teachers were Diploma holders, 58.3% of teachers were having Degree and 25.0% were those who had Master's degree. The conclusion is that most of the teachers are well equipped by being Degree holders more than a half of the entire number, followed by those who have Masters.

4.3 Trend of enrollment in history

4.3.1 Enrollment in History has been Declining over the Years

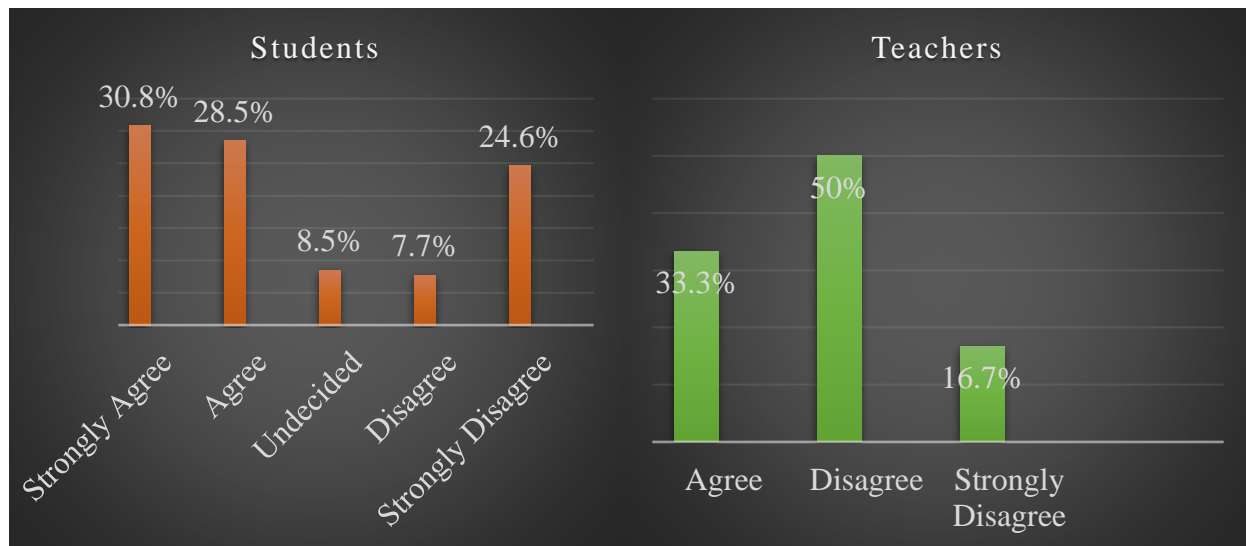


Figure 6: Enrollment in History has been declining over the years

Figure 6: Under the above figure, both students and teachers were asked the same question about the trend of enrollment in History and Government. 30.8% of the students strongly agreed that enrollment in history has been dwindling over the years, followed by 28.5% who agreed that the declining process on the learners embarking into History subject is a reality. Those who could not decide if the decline was noticed or not were 8.5%. Some students 7.7% disagreed with this decline and some 24.6% went further to strongly disagree on the decline of students. The researcher concluded that indeed there was a decline in the enrollment of History and Government among students in the three schools under this study.

On the other hand, 50.0% of the teachers disagreed that enrollment of students in History has declined over the years. 33.3% of teachers agreed that indeed there has been a declining and 16.7% strongly disagreed with the decline of students enrolling in History and Humanity. Therefore, the

researcher concluded that there is no decline as such based on the findings from the teachers who have been in the field for some years and this is contradicting the views of the learners.

4.3.2 The Number of Enrollments is Increasing

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	44	33.8	3	25.0
Agree	39	30.0	6	50.0
Undecided	19	14.6		
Disagree	17	13.1	3	25.0
Strongly disagree	11	8.5		
Total	130	100.0	12	100.0

Table 5: The number of enrollments is increasing

Table 5: The above table included both teachers and students. The findings from students showed that 33.8% strongly agreed that there is an increase in the recent years of students taking History, 30% agreed also upon the same statement. 14.6% were those who did not decide, 13.1% disagreed and 8.5% strongly disagreed that the number is increasing. Furthermore, 25% of teachers strongly agreed, 50.0% agreed and the other 25.0% disagreed on the increase. Thus, the researcher upon seeing the findings from the students and the teachers concluded that indeed there is an increase in the students embarking on History and Government in recent years which was not vivid some years back.

4.3.3. History is cumbersome for students because require a lot of reading

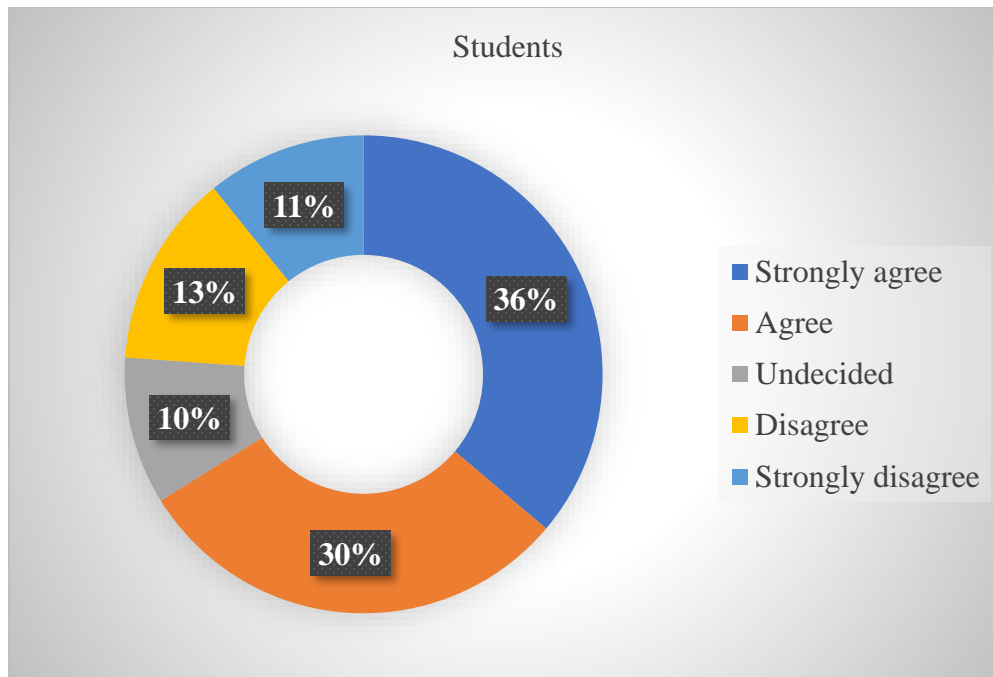


Figure 7: History is cumbersome for students because require a lot of reading

The pie chart above showed that 36% of students strongly agreed that History subject is cumbersome, 30% agreed and 10% were those who chose to tick on the side of undecided. 13% disagreed and 11% strongly disagreed with the question posed to them. The conclusion was drawn that indeed History is a cumbersome subject based on the percentage of those who strongly agreed and agreed.

4.3.4 Teachers find History cumbersome so they keep away.

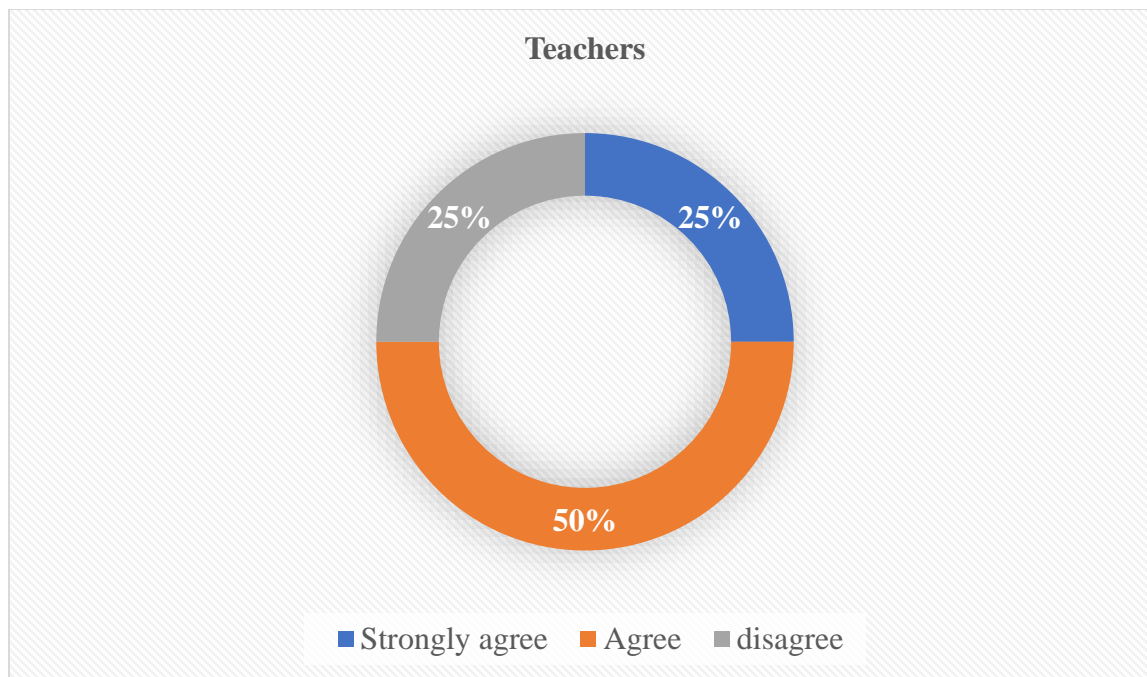


Figure 8: Teachers find History cumbersome so they keep away.

The pie chart illustrated the findings from the teachers thus, 50% agreed that History is cumbersome and let people keep away from it 25% strongly agreed that it is a difficult subject and the other 25% disagreed with the statement. The same conclusion drawn from the findings on the students was also noted from the teachers who said that History indeed is a cumbersome subject for students.

4.3.5 History is easy, hence most (students and teachers) have enrolled in it

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	61	46.9	3	25.0
Agree	24	18.5	1	8.3
Undecided	17	13.1		
Disagree	8	6.2	8	66.7
Strongly disagree	20	15.4		
Total	130	100.0	12	100.0

Table 6: History is easy, hence most (students and teachers) have enrolled in it.

Table 6: The above table represented the findings from teachers and students. Out of the number of students who were taken as a sample for this study, 46.9% strongly agreed that History is an easy subject, 18.5% agreed, 13.1% were undecided, 6.2% disagreed and 15.4% strongly disagreed that History is easy. The researcher found it hard to interpret because the previous question, history was seen as a very difficult subject and this is contradicting. The researcher concluded by saying maybe students didn't understand the question as they filled the questionnaire.

For the teachers, 25.0% strongly agreed that is easy, 8.3% agreed, and 66.7% disagreed that History is an easy subject. Therefore, the conclusion was seen that History is not as easy a subject

as people think. The reason the researcher was pleased with the finding from the teachers was due to their level of education and experience in the field of Education.

4.3.6. Many teachers and students don't enroll in history courses and classes respectively

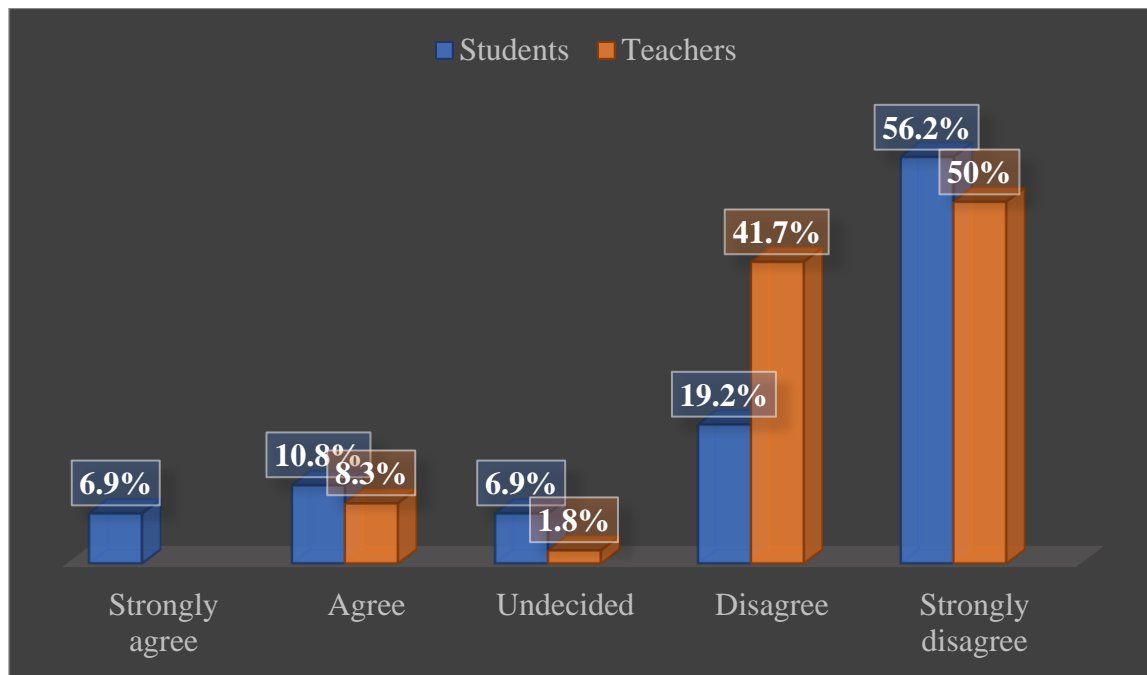


Figure 9: Many teachers and students don't enroll in history courses and classes respectively

Figure 9: the above graph showed the findings from teachers and students. For the students, 6.9% were those who strongly agreed that students do not enroll in History class, 10.8% agreed, 6.9% did not take a side, thus remain undecided, 19.2% disagreed and 56.2% strongly disagreed that students do not enroll in History class. On the side of the teachers, 8.3% agreed with the fact that many teachers do not enroll in History courses, 1.8% undecided on the matter, 41.7% disagreed and 50% strongly disagreed. A conclusion was drawn in the sense that both teachers and students do not enroll in History courses and classes respectively.

4.4 Career choices influence students to embark on a History class

4.4.1 Teachers and Students enroll in history due to future employment

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	22	16.9	1	8.3
Agree	26	20.0	6	50.0
Undecided	18	13.8		
Disagree	35	26.9	3	25.0
Strongly disagree	29	22.3	2	16.7
Total	130	100.0	12	100.0

Table 7: Teachers and Students enroll in history due to future employment

Table 7 illustrated the findings obtained from both teachers and students. Therefore, 16.9% of students strongly agreed that students enroll in History due to future career, 20% agreed, 13.8% were those undecided, 26.9% disagreed, and finally 22.3% strongly disagreed on the enrollment into History due to future employment or career. While for the teachers, the outcome was different because, 8.3%, strongly agreed, 50% agreed, 25% disagreed, and 16.7% strongly disagreed. Based on the findings, the researcher concluded that most likely that teachers and students enroll in History due to future employment or career options. This conclusion was drawn because many

respondents ticked strongly agree and agree, thus led the researcher to come up with such a conclusion.

4.4.2 History offers a high remuneration job

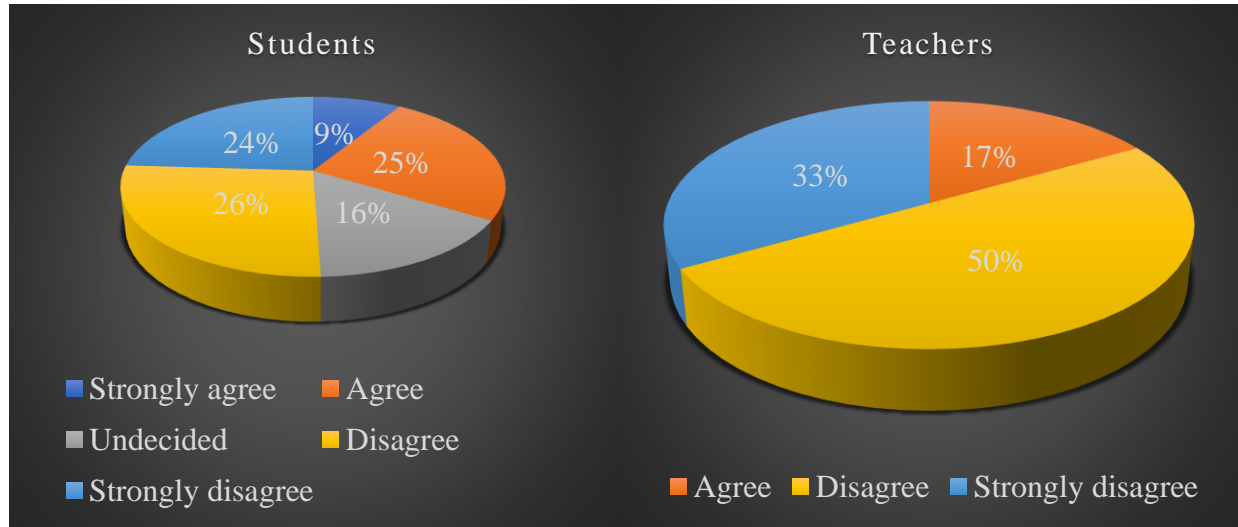


Figure 10: History offers a high remuneration job.

Figure 10: on the question about high remuneration, 9% of students strongly agreed that History offers a high remuneration job, 25% were those who agreed, 16% of the students did not decide, 26% disagreed and 24% strongly disagreed. On the side of the teachers was the same level whereby, 17% agreed, 50% disagreed, and 33% strongly disagreed. The findings showed that History does not offer a high remuneration job to those who embark on it.

4.4.3 Teachers and Students of history have a brighter future in society

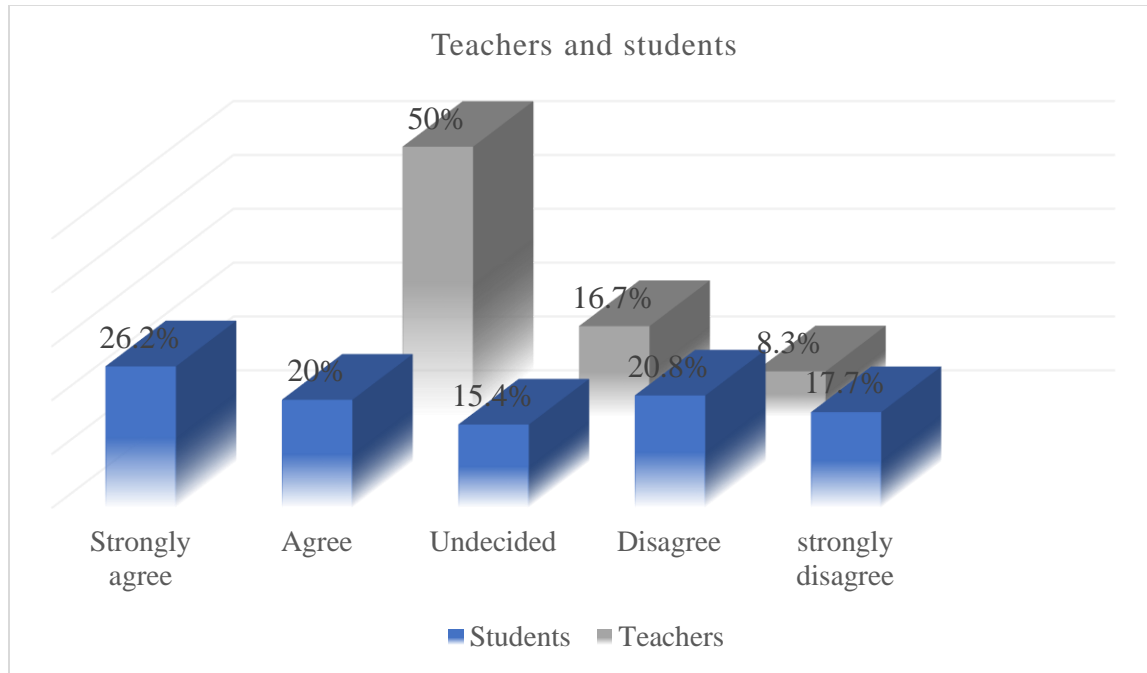


Figure 11: Teachers and Students of history have a brighter future in society.

The above graph is a combined result of both teachers and students. Among the population of students, 26.2% strongly agreed that those doing History have a brighter future, 20% agreed, 15.4% were undecided, 20.8% disagreed and 17.7% strongly disagreed with the statement saying those doing History have a brighter future. While on the teachers, 50% agreed, 16.7% undecided, and 8.3% disagreed. The interpretation was cumbersome for the researcher, it seemed that there is a contradiction with the previous questions, but all the same, the findings showed that there is a brighter future for those doing History for both teachers and students.

4.4.4 Teachers and students neglect History due to poor future careers

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	24	18.5	2	16.7
Agree	27	20.8		
Undecided	22	16.9	1	8.3
Disagree	21	16.2	7	58.3
Strongly disagree	36	27.7	2	16.7
Total	130	100.0	12	100.0

Table 8: Teachers and students neglect History due to poor future careers

Table 8: the above table showed the analysis of both teachers and students. First of all, 18.5% of the students strongly agreed that Students neglect History due to poor future career, 20.8%, agreed under the same statement, 16.9% of Students ticked undecided as to their option, 16.2% disagreed, and 27.7% strongly disagreed on the fact that students neglect history due to poor future career. For the teachers, 16.7% strongly agreed, while 8.3% opted by saying that were undecided, 58.3 disagreed, and 16.7% strongly disagreed. The conclusion was drawn for both teachers and students that poor future career was the reason for neglecting History as a subject.

4.4.5 Career choice is a determinant factor in the choice of History

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	21	16.2	1	8.3
Agree	39	30	8	66.7
Undecided	20	15.5	2	16.7
Disagree	30	23.1	1	8.3
Strongly disagree	20	15.4		
Total	130	100.0	12	100.0

Table 9: Career choice is a determinant factor in the choice of History.

The above table demonstrated the analysis for both students and teachers. For Students, 16.2% strongly agreed that career choice is a determinant factor in the choice of History, 30% agreed with the validity of the statement, 15.5% took the side on undecided, 23.1% disagreed and 15.4% strongly disagreed. On the other hand, 8.3% of Teachers strongly agreed, 66.7% agreed, 16.7% did not take any side but rather remained undecided and 8.3% were those who disagreed. Therefore, the majority of Teachers and Students have supported the argument that indeed, career choice is a determinant factor in the choice of History in Secondary Schools, especially in the three Schools that were taken as a sample for the study.

4.5 The role of parents in the enrolment to History

4.5.1 Parents have a major influence on the selection of History subject.

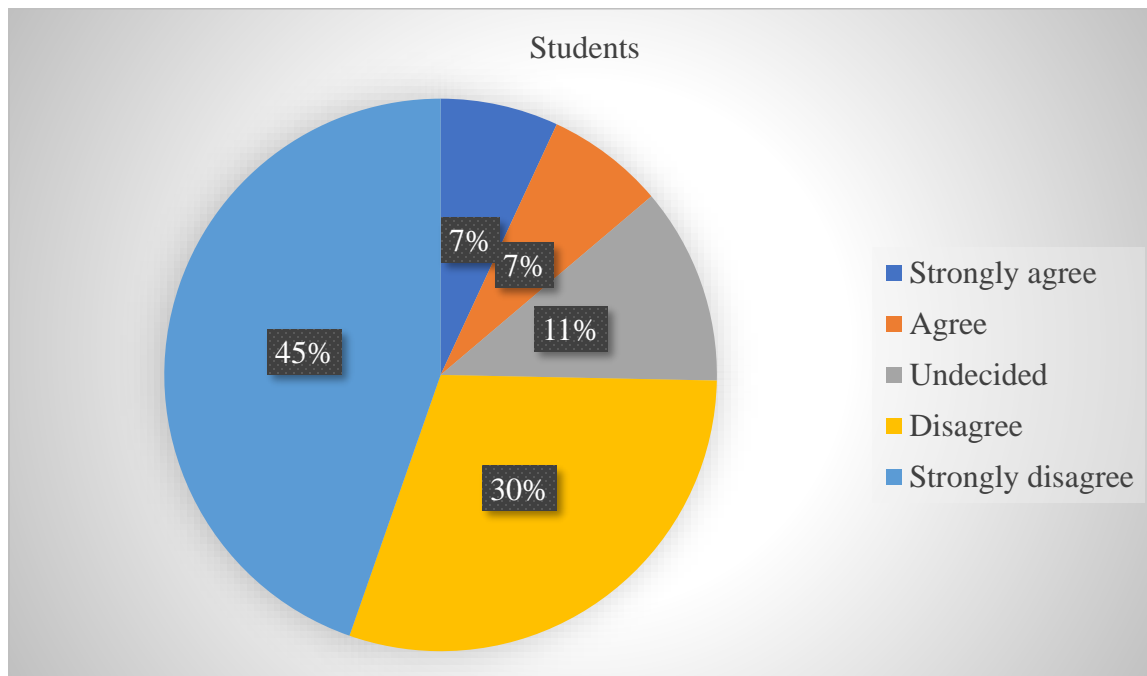


Figure 12: Parents have a major influence on the selection of History subject.

The pie chart represented the outcome from the students about parents' influence on the selection of History subject. 7% strongly agreed that parents can influence their offspring into the selection of History in the Schools, 7% agreed, 11% did not take sides, thus remained undecided, 30% disagreed and 45% strongly disagreed. Therefore, the majority of the Students rejected the presumption that parents play a major role in their children when it comes to the selection of History as a subject.

4.5.2 Teachers have a major influence on the selection of History subject.

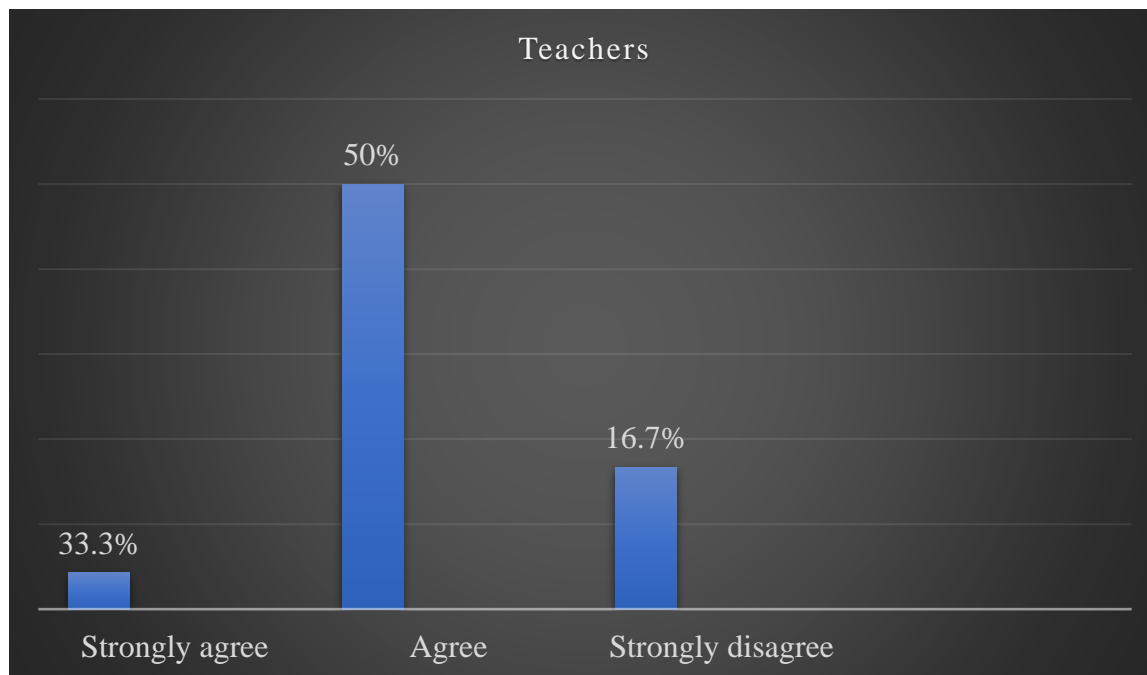


Figure 13: Teachers have a major influence on the selection of History subject

The graph showed the analysis of the teachers whereby, 33.3% of teachers strongly agreed that indeed teachers have a major influence on the selection of history, 50% agreed and 16.7% strongly disagreed. This explained to the researcher that most teachers play a vital role or influence on their students in the subject selection such as History.

4.5.3 Students from families with adequate History learning resources are likely to enroll in History.

Students		
	Frequency	Percentage (%)
Strongly agree	35	26.9
Agree	29	22.3
Undecided	14	10.8
Disagree	25	19.2
Strongly disagree	27	20.8
Total	130	100.0

Table 10: Students from families with adequate History learning resources.

In table 10, 26.9% of students strongly agreed that students from families with adequate History learning resources are likely to enroll in History, 22.3% agreed, 10.8% were those who opted by undecided, 19.2% disagreed and 20.8% strongly disagreed with the statement posed to them. Looking at the data generated, the researcher concluded that students from families with good resources of History learning are likely to enroll in History because they know the significance of History in society from home.

4.5.4 Parents with careers related to History can influence their children to enroll in History.

Students		
	Frequency	Percentage (%)
Strongly agree	20	15.4
Agree	46	35.4
Undecided	17	13.1
Disagree	16	12.3
Strongly disagree	31	23.8
Total	130	100.0

Table 11: Parents with careers related to History can influence their children to enroll in History

Table 11, represented the findings from the students whereby, 15.4% strongly agreed that parents with careers related to History can influence their children to enroll in History, 35.4% agreed, 13.1% were undecided, 12.3% disagreed and 23.8% strongly disagreed that parents having careers related to History can influence their offspring to enroll into History, such as those working with NGO's or International Organizations and High Commissions. In the same line, it has established the fact that most parents want to see their children becoming like them or more, that is why most of them indeed gear their offspring to love what they do by giving them a positive and negative side of their work.

4.5.5 Parents do not influence their children's choice of History.

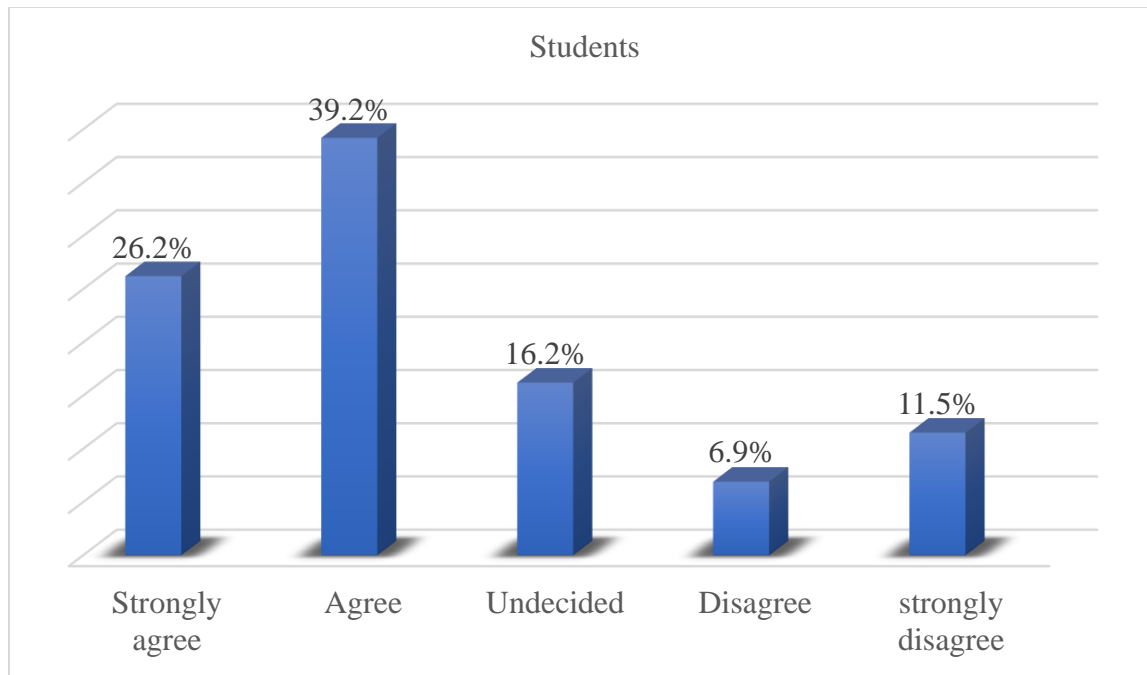


Figure 14: Parents do not influence their children's choice of History

Figure 14 presented the graph which showed the degree to which parents do not influence their children's choice of History. 26.2% strongly agreed, 39.2% agreed, 16.2% took the place of undecided, 6.9% disagreed, and 11.5% strongly disagreed. Thus, the researcher concluded that parents knowing the importance of History in Society are likely to deviate their children into Science than History, thus they do not influence their offspring to choose History as a subject.

4.5.6 Teachers and parents with a low level of education do not influence their children to choose History.

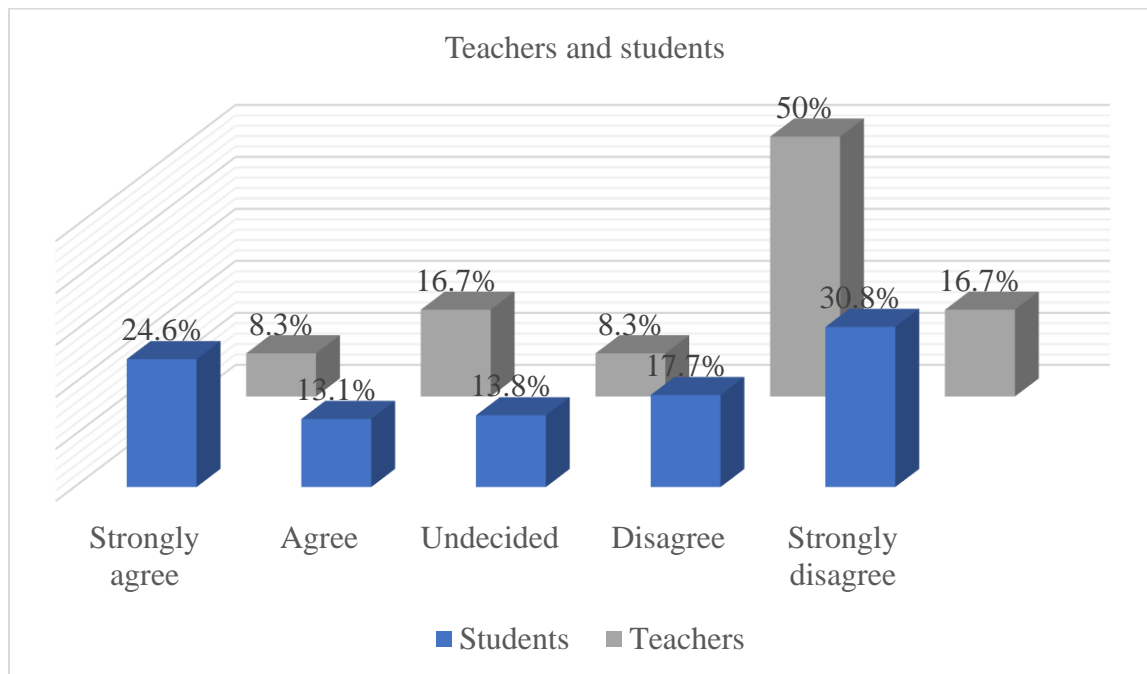


Figure 15: Teachers and parents with a low level of education do not influence their children.

Figure 15 represented how teachers and parents with a low level of education do not influence their children to choose History. In the first place, 24.6% of students strongly agreed that parents with a low level of education don't influence their children to choose History, 13.1% agreed, 13.8% did not take a side and chose undecided, 17.7% disagreed and 30.8% strongly disagreed. While on the side of teachers, 8.3% strongly agree, 16.7% agreed, 8.3% were those who opted by undecided, 50% disagreed, and 16.7% strongly disagreed. Based on the data collected, most of the students and teachers pointed out that parents and teachers with low education levels do not influence their children. Note that with their lower level of education, their world is limited compare to those who have a higher level of education.

4.6. Perception of students towards History

4.6.1 Most students perceive History as a difficult subject

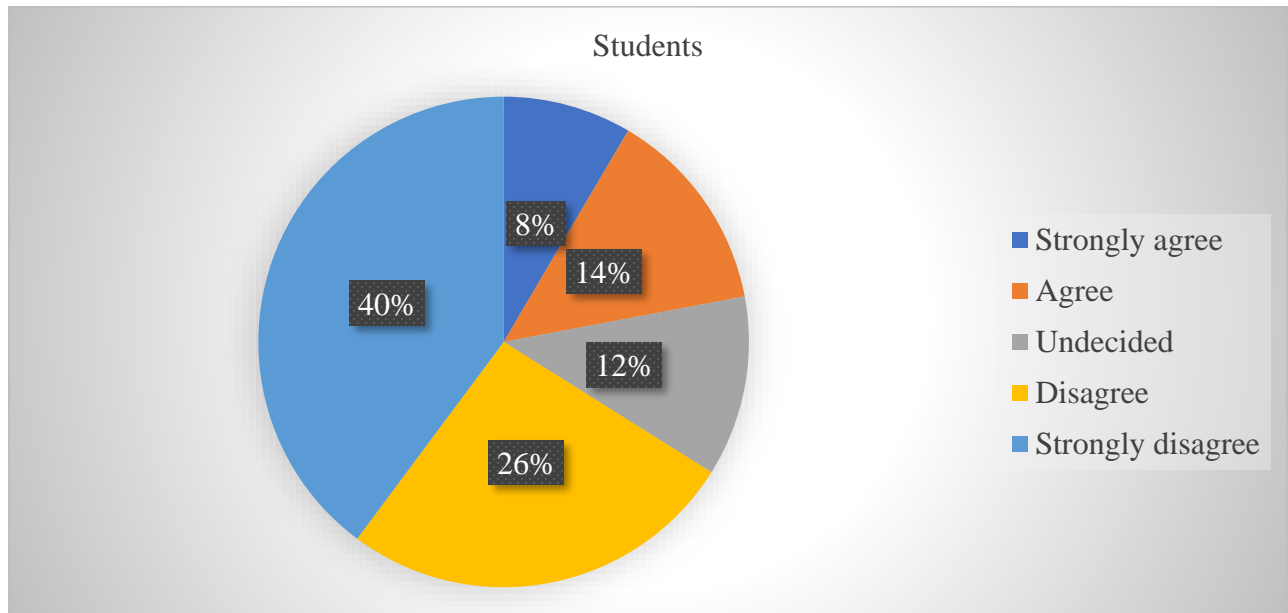


Figure 16: Most students perceive History as a difficult subject.

The pie chart represented the findings from the students on History perceived as a difficult subject. 8% strongly agreed that History is a difficult subject, 14% agreed, 12% of students did not decide on the options, thus opted on undecided, 26% disagreed and 40% strongly disagreed. Therefore, it brought a clear understanding to the mind of the researcher to conclude that History is not a difficult subject based on the findings from students.

4.6.2 Most teachers perceive History as a difficult subject.

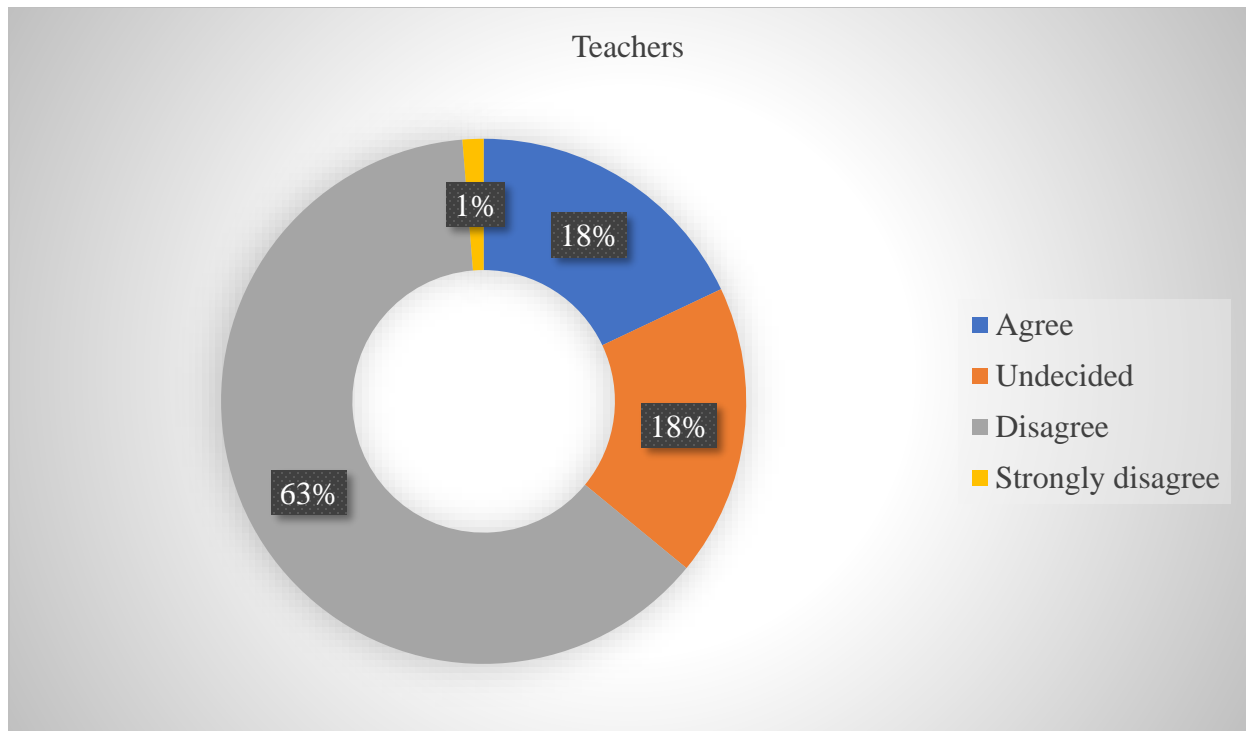


Figure 17: Most teachers perceive History as a difficult subject.

The pie chart showed the analysis of the teachers. The data obtained indicated that 18% of the teachers agreed that History is perceived as a difficult subject, 18% were undecided, 63% disagreed with the statement and 1% strongly disagreed. The outcome illustrated that History is not perceived as a difficult subject by the teachers, rather it is easier.

4.6.3 Most teachers and students think that History is all about studying the past with no relevance for the future.

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	43	33.1		
Agree	32	24.6	1	8.3
Undecided	14	10.8		
Disagree	16	12.3	7	58.3
Strongly disagree	25	19.2	4	33.3
Total	130	100.0	12	100.0

Table 12: Most teachers and students think that History is all about studying the past with no relevance for the future

Table 12 above represented the findings from both teachers and students under the same question research. For the students, 43% strongly agreed that History is all about studying the past with no relevance for the future, 32% also agreed, 14% were those with the undecided option, 16% disagreed, and 25% strongly disagreed. In conclusion, students demonstrated that History focuses on the past and does not influence or does not have relevance in the future.

While teachers gave a very contradictory finding, in which 8.3% agreed, 58.3% disagreed, and 33.3% strongly disagreed. On this, teachers showed that History has relevance in the future although it has roots in the past, but influences the future of Humanity in all spheres of life.

4.6.4 History cannot transform the modern world of technology.

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	40	30.8	2	16.7
Agree	18	13.8		
Undecided	13	10.0		
Disagree	27	20.8	4	33.3
Strongly disagree	32	24.6	6	50.0
Total	130	100.0	12	100.0

Table 13: History cannot transform the modern world of technology.

Table 13 responses demonstrated the analysis of data collection from both teachers and students. The results showed that 30.8% of the students strongly agreed that History cannot transform the modern world of technology, 13.8% agreed, 10% opted on the option of undecided, 20.8% disagreed, and 24.6% strongly disagreed. Based on the analysis, students have shown that history cannot transform the modern world of technology which is more on science than reading and analyzing the writings. On the side of teachers, the scenario is different, in which, 16.7% strongly agreed, 33.3% disagreed, and 50% strongly disagreed that History cannot transform the current world of Science and technology. There is a contradiction, students being the new generation, believe that history cannot transform today's world, on the other hand, teachers strongly concurred with the fact that history can transform the modern world.

4.6.5 Learning history is a wastage of time and resources

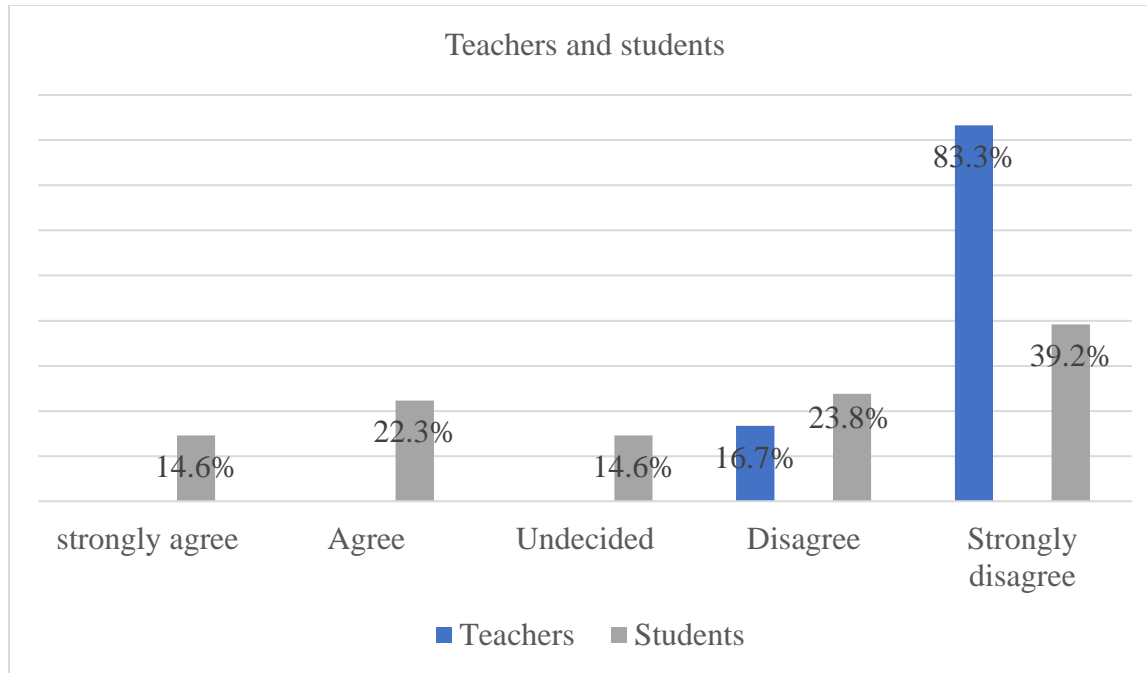


Figure 18: Learning history is a wastage of time and resources.

The graph represented the findings from the teachers and students. Both of them were paused with the same question and 16.7% of the teachers disagreed with the fact that learning history is a wastage of time and resources and 83.3% strongly disagreed. This implied that History is peculiar and essential for human beings, therefore, teachers have understood in a deeper sense the importance of learning History. On the part of students, 14.6% strongly agreed that learning History is a wastage of time and resources, 22.3% agreed, 14.6%) undecided, 23.8% disagreed, and 39.2% strongly disagreed. The outcome from the students indicated that learning History is not a waste of time but rather is a process of inculcating knowledge in man.

4.6.6 Those enrolling in history are not intelligent enough.

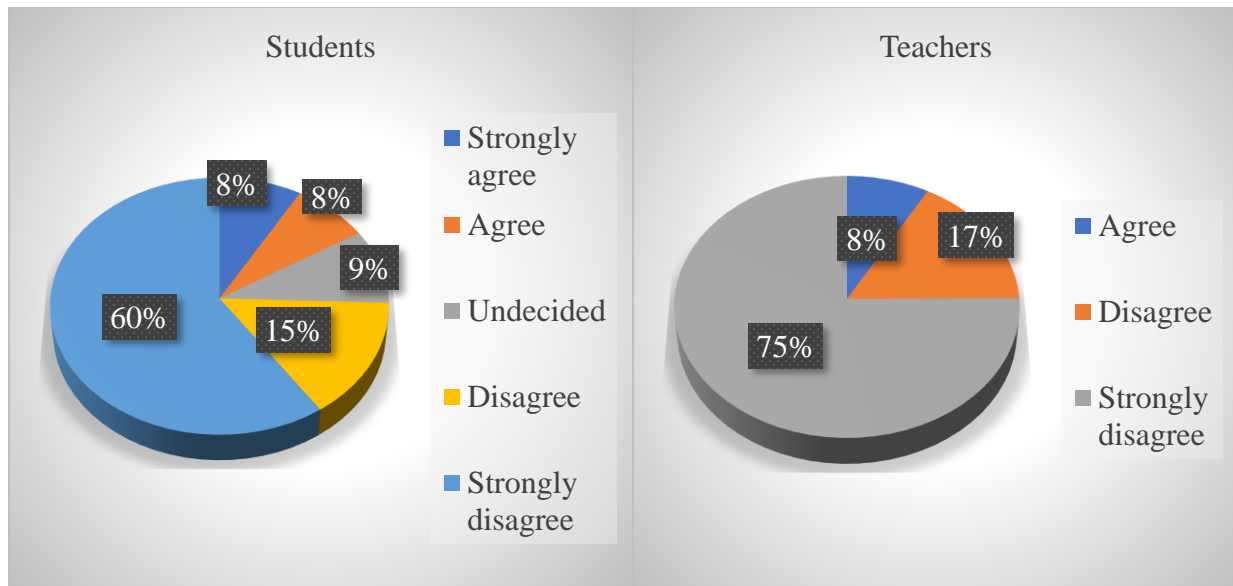


Figure 19: Those enrolling in history are not intelligent enough.

Figure 19 illustrated the findings from the students and teachers respectively. For the students, 8% strongly agreed with the statement that says those enrolling in History are not intelligent, 8% agreed, 9% were undecided, 15% disagreed and 60% strongly disagreed. This showed that the learning of History is not due to a low level of I.Q (intelligence) but rather is a personal choice in life. The same findings came from teachers in which 8% agreed that those doing History are not intelligent enough, 17% disagreed, and 75% strongly disagreed. Therefore, the conclusion was drawn by the researcher that choice for History does not mean a low level of intelligence but rather has more to do with the personal and future goal.

4.7. History is important to ones' life

The researcher sought to find out from the teachers and students if History is important in their lives. The majority of the students agreed that indeed History is important in their lives due to the following points: it's a source or pathway for employment- career choices for those who wish to work for the NGO's and high commissions and embassies in various nations and those who desire to do political Sciences, it helps to grasp about the past events of man thus, helps to live the present life well and heads to the future by correcting and adjusting the mistakes or errors committed in the past.

It also opens the mind of people to know about their Government's systems, their rights and laws, and how the Government works in a given nation. Furthermore, the teachers outlined that History, first of all, is part and parcel of the human person, thus it is inseparable because it enables man to know where he or she is coming from and heading to. It creates job opportunities for teachers of History, who are the breadwinner for their respective families and it also helps to know the systems of Government and how the laws are made. These findings from teachers and students had similar information with few discrepancies.

4.8 People doing history have secure employment in today's world.

Under this point, the researcher asked the same question to both teachers and students about how secure it is for those doing History. The students noted that History is gradually losing market in the sphere of employment due to the high sense of science and technology. Many people have the misconception that History does not have any place in today's world. Therefore, few opportunities are given for those doing History such as lawyers, politicians and the majority go for teaching as a refuge. While on the side of the teachers, they explained that although they are employed as teachers by the Government, it's not easy to get a job. Most people who do History if they do not

manage to be lawyers and teachers, end up wandering in other fields for their survival because the world has a different way of looking at the human capital, it gives more focus on those doing Science, such as Maths, Physics, Biology.

4.9 Conclusion

This chapter intended to analyze the findings of the study on the perception towards studying History in Public Secondary Schools of Rongai Sub-County in Kajiado County – Kenya. To analyze the data, descriptive frequencies were used. The findings were presented using charts pies, tables, and graphs for easy interpretation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter provided a summary of the topic under this project as well as the conclusions arrived at and the recommendations suggested to the various stakeholders about the perception towards studying History in Public Secondary School.

5.2 Summary of the study

The summary of the findings illustrated in chapter four on demographic information of the respondents, both genders were represented in the study. Students which served as samples were only from form four classes. The teachers were undergraduates, with a few having Masters. The teachers had served for a period between 6 and 11 years in the field of education.

Under the study, the researcher noticed that students have seen a decline in the trends of those who are studying History, while teachers being in the field for some time, they objected to the idea of declining by saying that there's an increase in the number of students doing History. This contradiction is due to the fact that History is a difficult subject because needs a lot of readings as illustrated in figure 8.

Although there's an increase in the number of students towards History, many are not enrolling in History, having in mind their future career choices and availability of employment offered to those in the History sphere. Furthermore, History does not have a high remuneration job compare to those under the umbrella of the Science arena as shown in figure 10. Therefore, career choice was seen as the reason why students neglect History and opt for Science subjects.

The study found that parents do not influence their children into History careers unless, they have a higher level of education or they have work related to history, such as Embassies or High Commissions, International Organizations, and Museums.

On the same note, students perceive that History cannot transform the current world of technology in which science is been conceived as the pillar and most essential tool for technology to develop and run. While teachers disagreed with the students on this matter saying that History can transform this world because it does not focus only on the past as many people think, but build society basing on past experiences and correcting those events that warmed man in time and space (table 11).

5.3 Conclusion

Grounded on the objectives of the study, the following deductions were revealed on the perception towards studying History in Public Secondary Schools in Rongai Sub County in Kajiado County – Kenya: that there's an increasing on the students embarking in History and Government in the recent years which was not vivid some years back, teachers and students enroll in history due to future employment or career options, parents do not influence their children in the selection of the subject such as History, this depends on the level of education of the parents and their work related to History thus, they will influence their offspring if parents understand the importance of education, career choices and future employment was seen as the primordial factor that gear students to opt whether in History or any other subject- in view of today's world most students opt for science to secure their future employment and good life and lastly, History is viewed as a very simple subject and that most students are not seeing it helping them in the era of technology, although it has a very important component in the man survival and well-being when it comes to understand the work of Government and law makers.

5.4 Recommendations

The researcher made the following recommendations:

- Although there is a slight increasing of the students enrolling in History, there must be some forms of boosting the students on the benefits for studying history such as an offering a wide range for employment to those doing History.
- They should cut down a wide range of remuneration or salaries between a specialized teacher in History and those in the science field.
- Education should start from home thus; parents are supposed to be the ones to build in the mind of their children the importance of learning History followed by teachers in the school setups.
- The syllabus of History taught in Secondary Schools in Kenya, should be revised to transform the minds of the students and the Society at large in the way they view History subject.

5.5 Areas for further study

The researcher recommended further investigation into the following areas:

- The same study can be done also for the students of forms one, two, and three. Because the researcher tackled only form four due to the COVID-19 pandemic restrictions.
- This topic can be diversified to private Schools because was only done in the Public Schools which have different mindsets from the private ones.

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APPENDIX 1

QUESTIONNAIRE FOR THE STUDENTS

Marist International University College
P.O. Box 24450-00502
Nairobi- Kenya.
October 2020

Dear Respondent,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa with the registration No. B. Ed/484/17/18. I am researching on *Perception Towards Studying History in Public Secondary Schools in Rongai Sub-county, Kajiado County*. Kindly respond to the questions in all honesty as the information you will provide will be used only for academic purposes. Please do not write your name in the questionnaire.

Yours faithfully,
António Maveze Armando

Section A: Demographic Information

(please tick [✓] in the appropriate box)

1. Gender: Male [] Female []

2. What is the status of your school?

Day/Boarding Mixed [] Boarding Boys [] Boarding Girls []

3. Age: Between 10-15 [] Between 16-20 [] Between 21-30 []

4. From Three [] Form Four []

Instruction: **SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree**

Please indicate your opinion by ticking (√) in the space provided below

Section B: Enrollment trend in History

	Statements	SA	A	U	D	SD
I	Enrolment in history has been dwindling over the years					
II	The number of enrolments is increasing					
III	Most students find History cumbersome and require a lot of reading, so they keep away					
IV	History is easy hence most students have been enrolling in it					
V	Many students don't enroll in History class					

Section C: The extent to which career choices influence students to embark on the History subject

	Statements	SA	A	U	D	SD
I	Students enroll in History due to future employment prospective					
II	History offers a high remuneration job					
III	Students of History have a brighter future in the society					
IV	Students neglect history due to poor future career perspective					
V	Career choice is a determinant factor in the choice of History					

Section D: The role of parents in the enrolment to History

	Statements	SA	A	U	D	SD
I	Parents have a major influence in the selection of History subject					
II	Students from families that can provide adequate History learning resources are likely to enroll in History					
III	Parents with careers related to History are likely to influence their children to enroll in History					
IV	Parents do not influence their children's choice of History					
V	Parents with a low level of education do not influence their children's choice of History					

Section E: The perception of students towards History.

	Statements	SA	A	U	D	SD
I	Most students perceive History to be a difficult subject					
II	Most students think that History is all about studying the past and therefore has no relevance for the future					
III	I believe History cannot transform the modern world of technology					
IV	Learning History is a waste of time and resources					
V	Those enrolling in History are not intelligent enough					

How do you perceive History subject regarding your future life?

Do History students have very secure employment in today's world?

Thank you

APPENDIX 2

QUESTIONNAIRE FOR THE TEACHERS

Marist International University College
P.O. Box 24450-00502
Nairobi- Kenya
October 2020.

Dear Respondent,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa with the registration No. B. Ed/484/17/18. I am researching on *Perception Towards Studying History in Public Secondary Schools in Rongai Sub-County in Kajiado County*. Kindly respond to the questions in all honesty as the information you will provide will be used only for academic purposes. Please do not write your name in the questionnaire.

Yours faithfully,
António Maveze Armando

Section A: Demographic Information

(please tick [✓] in the appropriate box)

1. Gender: Male [] Female []

2. What is the status of your school?

Day/Boarding Mixed [] Boarding Boys [] Boarding Girls []

3. Age: 25 – 30 years [] 31 – 35 years [] 36 – 40 years [] above 40 years []

4. Teaching Experience :1 – 5 years [] 6 – 10 years [] above 11 years []

5. Your Highest Professional Qualification: Diploma [] Degree [] Masters []

Instruction: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

Please indicate your opinion by ticking (√) in the space provided below

Section B: Enrollment trend in History

	Statements	SA	A	U	D	SD
I	Enrolment in History has been declining over the years					
II	The number of enrolments is increasing					
III	Most teachers find History cumbersome and require a lot of reading, so they keep away					
IV	History is easy hence most teachers have been enrolling in it					
V	Many teachers don't enroll in History courses					

Section C: The extent to which career choices influence students to embark on the History subject

	Statements	SA	A	U	D	SD
I	Teachers enroll in History due to future employment prospective					
II	History offers a high remuneration job					
III	Teachers of History have a brighter future in the society					
IV	Teachers neglect History due to poor future career perspective					
V	Career choice is a determinant factor in the choice of History					

Section D: The role of parents in the enrolment to History

	Statements	SA	A	U	D	SD
I	Teachers have a major influence in the selection of History subject					
II	Teachers from families that can provide adequate History learning resources are likely to enroll in history					
III	Teachers with careers related to history are likely to influence their children to enroll in History					
IV	Teachers do not influence their children's choice of History					
V	Teachers with a low level of education do not influence their children's choice of History					

Section E: The perception of students towards history.

	Statements	SA	A	U	D	SD
I	Most teachers perceive History to be a difficult subject					
II	Most teachers think that History is all about studying the past and therefore has no relevance for the future					
III	I believe history cannot transform the modern world of technology					
IV	Learning History is a waste of time and resources					
V	Those enrolling in History are not intelligent enough					

How do you perceive History subject as important in your life?

Do History teachers have very secure employment in today's world?

Thank you

APPENDIX 3: RESEARCH AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
Constituent College of the Catholic University of Eastern Africa
Langata Road, P. O. Box 24450 Karen, 00502, Nairobi

Phone: +254-20-2012787 / 2012797; Mobile: +254-702 771 959 or 0787 265 417

Email: registrar@miuc.ac.ke ; admissions@miuc.ac.ke

OFFICE OF THE REGISTRAR

Our Ref: REG/11/10/2020

TO WHOM IT MAY CONCERN

8th October, 2020

Dear Sir/Madam,

RE: ANTONIO MAVEZE ARMANDO B.Ed/484/17/18

The person named above is registered as a full-time student at Marist International University College. We kindly request you to assist him carry out the research exercise.

The research topic is:

Perception Towards Studying History in Public Secondary Schools in Rongai Sub-County in Kajiado County - Kenya

The research project is being undertaken in partial fulfillment of the requirements for the award of Bachelor of Education Degree in this institution.

We would, therefore, be grateful if you kindly facilitate the exercise in whichever way possible.

Thank you very much in advance for your assistance.

Yours sincerely

MR. MOSES AYIGA
REGISTRAR



MIUC Core Values: Love of God and neighbour, Respect for human life, lawful authorities and colleagues, Concern for the poor, Integrity, Generosity, Leadership, Patriotism, Love for work, Sensitivity to the environment, Self-discipline

APPENDIX 4: LOCATION OF THE SITE OF THE STUDY

